

The SCHOOL AND COMMUNITY

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

VOL. VII

DECEMBER

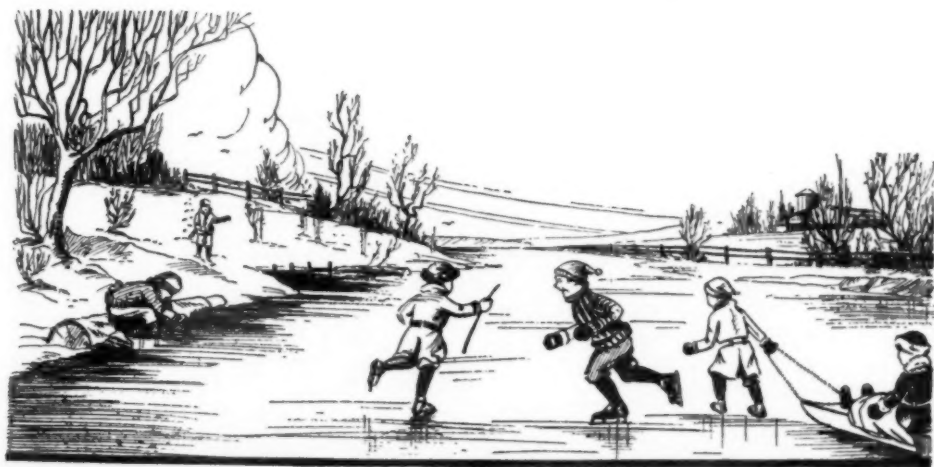
NO. 10

WINTER is here! The leaves are aere;
The trees are naked and cold;
The hills are gray; and brief the day—
It's the death-hour of the old!

But under the clod of the frozen sod,
Nativity's songs are sung
To the cradle-shells where new life dwells—
It's the life-hour of the young.

The stars are bright in the season's night,
The music of love is rife;
And the gasp of death is the nascent breath
Of a new and a better life.

—T. J. W.



THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to

THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. VII

DECEMBER, 1921

NO. 10

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Change of Address—If you have your address changed give old as well as new address.

General Officers and Committees, Missouri State Teachers' Association, 1921-22,

Next Meeting, Kansas City, Nov. 15-18, 1922

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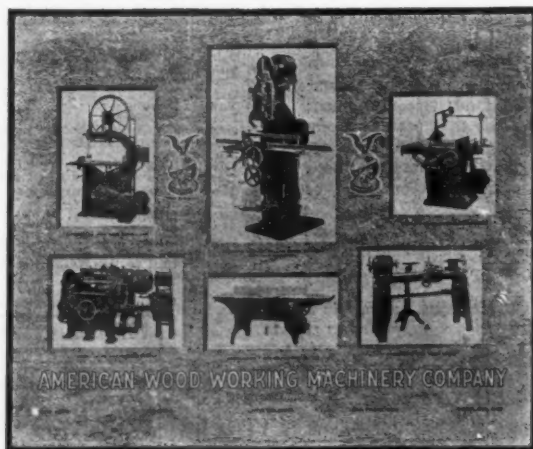
The Teachers' Reading Circle Books

The following books are on the Teachers' Reading Circle, 1921-1922, and may be secured from your county superintendent of schools:

Hanifan—Community Center	\$1.50
Walter—Principles of Health Control.....	1.40
Branom—Teaching of Geography	1.25

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EDITORIAL

There is little doubt that there was never a president chosen for the M. S. T. A. that met with such universal approval as did the choice of Superintendent Baker. It was expected by the rank and file of the teachers last

The New President year but they were quiescent and looked

to its hapening as a matter of course. It didn't happen then and many expressed their disappointment. This year the sentiment seemed to be active for his election, and if there was opposition it was not voiced. His election was unanimous on the part of the nominating committee and in the House of Delegates. We could heap encomiums on Mr. Baker and on the wisdom of the nominating committee, but we leave that for others. We do venture, however, to predict that under Superintendent Baker's leadership the Association will continue to grow and will set a new record in size and accomplishment.

The greatest attendance, the greatest program the greatest enrollment, the greatest plans for real service, the best feeling, the best outlook, were expressions commonly heard regarding

The Best Yet! the Fifty-ninth Annual Meeting of the Missouri State Teachers Association. Even the weather behaved its best. The local committees of St. Louis had done everything that could have been done to make everybody happy and comfortable and the meeting a success. Many of us never knew before that our metropolis had so many fine looking women and men, with all the

graces of the catalogue. The advance arrangements had all been made and everywhere one saw the St. Louis teacher with the yellow badge ready to give information and assistance and giving them. The State Association has reasons to be modestly proud of itself and all must have a feeling of keen appreciation of the very excellent work of the local committees.

The Rest Room maintained by the St. Louis Grade Teachers' Association near the Washington Avenue entrance of the Coliseum was the "Rock in a Weary Land" to thousands of tired visiting teachers men and women, who accepted the irresistible invitations tendered by the numerous hostesses at the entrance. Rest, refreshment and information were dispensed freely and so

St. Louis Grade Teachers' Association graciously that the visitor was tempted to forget the demands of programs, special appointments, and official duties on his time and to stay in this delightful oasis of ease. The whole idea and its execution were the outcome of the generous spirit of the St. Louis Grade Teachers' Association. The decorations, the furnishings, the refreshments, and more than all, the genial spirit of those in charge at various times made an impression that stamped indelibly in the minds of the visitors the fact that the grade teachers of St. Louis are a live group, awake to every opportunity for service and have a fine sense of the fitness of things.

Why not advertise Missouri's contributions to the genius of the world by having the next M. S. T. A. program of all-Missouri talent? We have lots of it at home.

Why Not a Missouri Program We could gather it from all quarters of the United States.

Among those that come to mind at once are Dr. W. W. Charters now of the Carnegie Institute of Technology at Pittsburg; Dean G. H. Reavis of the University of Pittsburg; Dr. Graves, Commissioner of Education of the State of New York; Dean Withers of N. Y. City University; Dr. Fretwell of Columbia University, N. Y.; Dr. Neale of the University of Minnesota; Dr. Davis of The Teachers' College, Dillion, Montana; Harold W. Foght of South Dakota and numerous other educators. In the field of literature, if we cared to vary the program, we could find a host of celebrities from Homer Croy to Sara Teasdale, and in Music we could claim such talent as Felice Lyne and Alice Neilson. Make it a real homecoming program and ask the ex-Missourians to come back to their first love!

"I saw General Pershing and Marshal Foch," will be the most frequently repeated statement of the teachers that attended the Convention, as they report their trip to pupils and friends.

The Two Heroes The next most frequent one will probably be, "and I heard Louise Homer sing." These two events came as a distinct surprise to all. It was through the quick action and keenness of the leaders of the local committees at St. Louis that this treat was enjoyed. The arrangements though planned hurriedly were perfect. At a given hour Madame Homer entered the hall and was seated on the platform without announcement than that contained in the program which was hurriedly printed

the evening before. Exactly at the appointed time the arrival of Marshal Foch's party was announced, and as they mounted the platform thousands of flags waved and ten-thousand pairs of hands clapped in orderly applause. While the audience was still standing Madame Homer sang, more to the honored guest than to the audience, "The Marseillaise." President A. L. Threlkeld introduced General Pershing who spoke briefly, addressing the audience as "Fellow Teachers" and reminding them that he was once a country teacher in Chariton county, Missouri. He introduced Marshall Foch who simply expressed himself as pleased with the reception that had been given him. As the audience stood and sang "The Star Spangled Banner" (I doubt if it was ever sung with more unction) the party passed out. We had seen and heard the two great heroes of the Great War.

In 1854 St. Louis and St. Joseph were fighting for a city unit, and no doubt meeting all the argument that is now being raised against the county unit. They had the small district system then. Inequalities were common within their boundaries. The poorer sections could not

The City Unit well maintain a school and some sections did not want one. Had the old organization been kept we can easily imagine the result. St. Louis would not have several hundred districts, some rich, some poor, some maintaining good schools, but none having a school that would in any way compare with their excellent institutions at the present time. There would have been hundreds of school boards, and some of them would be opposing a single district system on the ground that it was undemocratic and destructive of local initiative. The same would have been true in St. Joseph to a smaller degree.

A glance at page 259 of the Seventy-First Report of the State Superintendent of Schools discloses a startling waste of money which is evidently due to the inefficient organization of the rural schools.

The rural schools with their small district unit spent during that year, in round numbers, \$13,000,000 for 26,000,000 days of attendance; the city schools with their larger city unit spent \$15,000,000 for 60,000,000 days of attendance. That is, a day of school cost the taxpayer in the country 50 cents while such a day costs the city dweller 25 cents. The waste is more appalling when one considers the kind of day that costs 50 cents as compared with the kind of day that costs only 25 cents. The fifty cent day was spent in teaching the lower grades (nothing above the eighth) by a teacher attempting to hear from twenty-five to thirty recitations a day, in a building of the lower grade, the teacher herself being of the lower grade, considering experience and training, and without any direct and effective supervision. The twenty-five cent day included high school training, and in the larger cities, night school work for thousands of students who are working in the day time; many of the teachers are college graduates, all are of the best trained and longest experienced group. The 25 cent day produced 21,440 graduates from the elementary course and 9,278 from the high school course, while the fifty cent day turned out only 7,265 eighth grade graduates and no high school graduates.

Product considered, it is not an exaggeration to say that the city is getting four times as much in educational returns from 25 cents as the rural sections are getting from 50 cents—twice as much in actual number of days and twice as much in quality. How long will we tolerate a sys-

tem that wastes from three-fourths to seven-eighths of the money expended?

By resolution, joint and concurrent, by the last General Assembly made the week of December 4-10 Health Week—a time set aside when special emphasis is to be laid on the improvement of health in the community and in the school. Health is a purchasable condition within certain limits at least. The price is knowledge, co-operation and conscience. Knowledge of health values and health

factors, of disease and how it is spread is essential; co-operation with neighbors, schoolmates, teachers, health officers, physicians and nurses is a prime requisite; but the existence of these virtues in an active form will depend on health conscience. The feeling that it is often a mark of ignorance, sensuality or immorality to be sick should be more common than it is. It is certain that there should be a stronger feeling against habits that tend to spread disease, and against carelessness that is criminal in fact, even though it be not so considered in law or ethics. The man who spells dirty milk or unwholesome food of any kind, or who carelessly spreads disease germs is doing that which takes or may take human life or entail human suffering. If he should do the same thing with a gun or with arsenic he would be apprehended and punished, because society through experience has learned that it must be protected against such individuals. The teacher can render no greater service than developing within the pupil a feeling of revulsion against the *person* that is guilty of an act that menaces the health of others. Health week helps to furnish an opportunity. The November number of the SCHOOL AND COMMUNITY contained some practical suggestions for a health week program.

American Education Week

December 4-10

The National Education Association and the American Legion are recommending that "an educational week be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the co-operation and support of the public in meeting these needs." The joint standing committee for carrying this recommendation into effect has decided upon the name "American Education Week" and upon December 4 to 10 as the week to be observed. J. M. Gwinn, Superintendent of City Schools, New Orleans, is Chairman of this Committee.

The committee has published and is distributing a pamphlet of suggestions for preparing programs for the week, but it wishes the school authorities with the co-operation of the local post of the American Legion, and of all educational, religious and fraternal organizations to make their own arrangements for American Education Week, using the pamphlet only as suggestive in preparing the program.

It is expected that the President of the United States, the Governors of all the States, and the Mayors of all cities will issue proclamations designating the week

of December 4 to 10 as American Education Week, and that all school authorities national, state, county and city, will officially approve of the plan and aid in putting it into effect.

All national associations interested in the promotion of education have been invited to inform their state and local divisions of the general plan for the observance of American Education Week and to advise them to co-operate with the school authorities and other agencies to the end that a strong program may be successfully carried out in every community in all states and territories. All Normal Schools and Colleges are requested to help.

Copies of the pamphlet which the Standing Committee has prepared will be sent to the officers of national associations, to leading magazines and daily papers, and to school authorities throughout the country.

The time is short. Begin arrangements for the observance of American education week now.

National Education Association,
Washington, D. C.

The American Legion,
Indianapolis, Ind.

The New President Writes to Teachers and School Officers

To Teachers and School Officers:

Since my election as President of the State Teachers' Association, there have come some inquiries as to the policy of the new administration, and I feel that the teachers should know first what our policy will be with regard to the work of the Association.

I shall not enter into any detailed discussions of the condition of the schools in this article but will simply say that the schools are in better condition than ever before. I do not want to be understood as saying that

we have reached the zenith. We have only started. Salaries have been increased and will continue to be increased just as long as the teachers render service. There must be absolute co-operation between the patrons and teachers. "The proof of the pudding is in the eating." So the results of our efforts as teachers will depend very much on the co-operation existing among all the interests concerned. The schools are not for the teachers but the teachers are for the schools and the schools are for the benefit of the



STATE SUPT. OF SCHOOLS, SAM A. BAKER,
President of Mo. S. T. A.

public and more particularly for the children.

The school problems are too great for business to ignore. They directly touch the lives of one-fifth of our entire population. The operation of the public schools in Missouri necessitates the employment of something over 21,000 teachers. The output of the schools has found its way into American industries because pupils are daily dropping out of school and going to work. Out of every one hundred pupils who enter the public schools, not more than fifteen get through the high school and only three or four enter college. So you see the schools should train for the work of citizens as well as for preparation for college. We all know that in Missouri we must work for at least a high school training for every boy and girl in the State. Competition in business is too great to ignore this problem and the teach-

ers should become leaders in the communities where they are working and work up a strong sentiment for a high school education. Teachers should lose no opportunity to improve themselves for with this increased interest that the public has shown in the schools of the State goes necessarily an increased interest in the preparation of the teachers. And teachers should have a professional training just as lawyers and physicians have a professional training.

There have been some teachers in the State who have felt that the State Department was a little rigid in its requirements for certificates. I wish to assure you that these requirements have been made in the interest of teachers and in the interest of the schools and of course in the interest of the public. I feel the teachers can render better service if they are in touch with all the elements that make for advancement. There is one phase of advancement that is within reach of every teacher in the schools of Missouri and that is membership in the State Teachers Association. The membership fee entitles the teacher to all the proceedings of the State and District Associations and these proceedings of themselves make good professional reading. This year out of the approximate 21,000 teachers, something like 17,000 were enrolled in the State Association. My policy first of all will be to work for a one hundred per cent enrollment in the State Association. A number of counties in the State have that one hundred per cent enrollment now. Some counties have comparatively few of their teachers enrolled. And I want to urge upon all school officers and all teachers to constitute themselves a committee of one, to secure memberships for next year. If every teacher who reads this article and is already a member of the Association would get one membership for next year, you can see that we would soon have the one hundred per cent.

The increased interest in the schools of the State has in a measure been due to the work of the State Association, not in the sense of a "hold-up game," but because of the service rendered to the schools. The public is not unappreciative and I take it that the patrons of the schools are just as anxious to have their teachers enrolled in these Associations which have been doing so much good work as the State Department or the officers of the Association are. Any teacher who

is not now a member of the State Teachers' Association and who reads this article should at once get in touch with Mr. E. M. Carter, Columbia, Missouri, the Secretary of the Association, and enroll.

The purpose of all educational effort is to secure for all children in the State an elementary and high school education under competent teachers to the end that our children may receive mental training, moral training, and physical training, and prepare themselves for all the duties and responsibilities of citizenship.

We want teachers to feel free to communicate with the State Department and the officers of the State Association with regard to any problems that might confront them. And I wish to take this occasion to thank all the teachers of the State for the co-operation that I have had as State Superintendent of schools and I trust that I shall have the same co-operation as President of the State Teachers Association.

With very best wishes for your continued success, I am,

Very truly yours,
SAM A. BAKER

Reports and Resolutions Approved and Adopted By M. S. T. A., St. Louis, Nov. 2-5, 1921

The Official Business of the Association transacted by the House of Delegates this year constitutes the most voluminous and far-reaching of that of any previous year of the Association. The fact that the House of Delegates had five sessions covering a period of about fifteen hours made possible much more work and a more careful consideration of the matters coming before it than was possible under the old order. One could not help but be impressed with the earnestness and sincerity of the members and the absence of any disposition to engender factional or class legislation.

The detailed minutes of the meetings, while interesting, are too voluminous to be printed in full. They will be transcribed to the permanent records of the Secretary and kept for future reference. The work of the Association is summed up in the reports of the various committees, which will be published from time to time and in the resolutions which follow:

Resolutions Adopted by the M. S. T. A. Through Its House of Delegates

BE IT RESOLVED by the Teachers of Missouri, in association assembled, that we view with pleasure the progress that has been made in public education during the past year.

That we express our hearty appreciation of the splendid achievements in school legislation made by the Fifty-first General Assembly, and we especially commend Gov. Arthur M. Hyde for his belief in the principles of

educational progress and for his active support of educational measures promulgated by the State Teachers' Association.

That we congratulate State Superintendent, Sam A. Baker, on his success in securing the passage of practically all measures on his Educational Program, especially, the Industrial Rehabilitation Law, the Physical Education Law and the County Unit Bill.

That we commend Gov. Arthur M. Hyde, Secretary of State Chas. U. Becker, State Auditor Geo. E. Hackman, State Treasurer L. D. Thompson and Attorney-General Jesse W. Barrett, for their efforts as a State Board of Equalization to obtain a legal and equitable assessment of property, and to restore to the people of the state the right to levy constitutional taxes for the education of their children.

We urge a larger support to the State educational institutions, teachers colleges and the School of Education of the University that have for their chief purpose the training of teachers for the schools of Missouri, looking to such development as will make possible the training of a sufficient number of teachers to fill the vacancies each year.

We desire particularly to call attention to the need of a larger graduate school in the School of Education of the University, properly articulated with the various Teachers' Colleges and other Colleges of the state.

We are in favor of more adequate support for our Eleemosynary Institutions. We call attention particularly to the fact that more

than 1000 feeble minded children of the State are on the waiting list of those who may be admitted to the Colony for Feeble Minded and Epileptics, at Marshall. The welfare of the state demands that these children be provided for.

We urge the State Fair Board to prohibit concessions in the Educational Building, and to reserve its entire space for exhibits of an educational nature. We respectfully suggest to the State Superintendent that if he is unable to secure the entire educational building for exhibits next year, it would meet with the approval of the teachers of the State if he refuse to arrange for any school exhibit at the State Fair.

It is our opinion that a State Educational Code Commission should be appointed by the Governor and that this commission should be bi-partisan and consist of six educators.

We declare our unqualified support of the County Unit Bill, and pledge united effort of the members of this association in securing the support of the voters at the general election in 1922, to the end that this measure shall become operative. And we urge all voters of Missouri, as a civic duty, to inform themselves concerning the educational needs of the rural children of the state and the provision of the County Unit Law for meeting these needs.

The Missouri State Teachers Association is committed to the general principle of pensions for teachers, and trusts that the new Constitution will permit such legislation as will provide the granting of pensions to superannuated or worn out workers in our public schools; and we recommend that the State participate in providing those pensions.

That the work of education may proceed with a finer continuity, resolved, that a State Board of Education be provided for, said board to be continuous, of long tenure and free from political influence or bias.

We endorse the work of the Constitution Convention Association, and congratulate that body and the state on the progress that has been made.

We declare ourselves in favor of a short, simple, State Constitution, furnishing a fundamental law that will not restrict the power of the people in such degree as to render itself practically inoperative.

We adhere to the belief that teaching is both a science and an art which may reach as high a state of perfection and as full a

measure of value, in one grade as in another; and hereby endorse the principle of equal recognition for high class work, regardless of the grade or age of the child to whom it is applied.

We commend the work of the Committee on Professional Ethics, and suggest that appropriate means be used to impress upon teachers, pupils and the public, those ideals of ethics for which our profession stands.

We endorse the observance of School and Health Week in December by appropriate exercises in the schools of Missouri.

We urge the early adoption by the public schools of Missouri, of the plans designated by the State Director of Physical Education for the inculcation of health habits.

For the promotion of the public welfare, ample provision should be made for the financial support of public health service and its operative maintenance through the proper governmental agencies of the people of the State of Missouri.

We commend the State Superintendent and the various County Superintendents of the State, for checking to a great extent the abuse of the provisions for granting Special Certificates, and we believe the best interests of the children of Missouri demand that the issuing of County Special Certificates be kept at the lowest possible minimum.

We request that the Executive Committee of the State Teachers' Association appoint a Committee to outline a desirable article on Education for the new Constitution.

I. N. EVARD, Chairman
PHILO M. STEVENSON, Secretary.

The following resolution was adopted, being offered on the floor of the house:

Whereas; A knowledge of the moral principles taught in the Bible aids in the development of good citizens, and as there is no approved plan of teaching these principles to everyone, therefore, be it resolved by the Assembly of Delegates of the M. S. T. A. that we ask, and, we hereby do ask the State Superintendent of Schools to appoint a committee of Teachers, Preachers and Laymen to aid him in devising an acceptable plan for giving schools credit for Knowledge of the Bible regardless of how, when or where that knowledge was obtained.

The following motion was adopted:

That the House of Delegates instructs the Executive Committee to appoint a committee to investigate and formulate plans for estab-

lishing a co-operative, teachers' employment bureau, the purpose of which shall be to protect the interests of teachers in the matter of dismissal and employment and to encourage the enforcement of the Code of Ethics; and that the House of Delegates empowers the Executive Committee to act on the recommendations of this committee within its discretion and authority.

TREASURER'S REPORT—MISSOURI STATE TEACHERS ASSOCIATION

Association Funds—June 15, 1921 to October 31, 1921

Balance, June 15, 1921	\$ 879.07
Receipts, June 15 to October 31, 1921:	
Enrollments (\$1.30 each)	\$3,300.00
Advertising—School and Community	2,404.76
Miscellaneous	16.30
	5,721.06

Total receipts for period.....\$6,600.13

Disbursements—Warrants Issued:

General Expense Fund	\$ 399.54
Accounts Payable	1,922.75
School and Community	2,263.23
President's Help	13.75
Secretary's Travel	731.66
Executive Committee	148.98
National Education Association	226.49
Legislative Committee	163.12
Committee on Citizenship	9.50
Secretary's Salary	624.98
Editor's Salary	1,179.16
Printing	741.79
Postage	469.17
Tel. phone	139.95
Badges	173.65
Program Expense	635.00
Rent	168.00
Community Teachers Association....	7.60
Furniture and Fixtures	89.90

Total Disbursements

Less uncashed warrants

Total warrants paid.....\$5,715.73

Balance Association Funds, Oct. 31, 1921.....\$ 884.40

FINANCIAL STATEMENT

Association Funds—June 15, 1921 to October 31, 1921

RESOURCES

Balance, October 31, 1921	\$ 884.40
Due on enrollments (\$1.30 each)....	16,850.00
Accounts receivable—Advertising	5,921.94
Furniture and Fixtures	2,153.02

Total Resources

LIABILITIES

Program Talent Expense	\$2,500.00
School and Community (For printing Sept., Oct. and Nov. issues).....	3,000.00
Uncashed warrants	4,392.59

Total Liabilities

Balance Association Funds

MISSOURI STATE TEACHERS ASSOCIATION

Reading Circle Funds, June 15, 1921 to Oct. 31, 1921

Bank Balances, June 15, 1921:

Boone County Trust Company.....	\$6,893.83
First National Bank, Cape Girardeau	375.97
Farmers Trust Company	930.69
	\$8190.49

Cash in Office (Deposited Trust Co.

June 18)	664.28
Liberty Bonds	2000.00
Total Reading Circle Funds, Oct. 31, 1921	\$10854.69

Receipts, June 15 to Oct. 31, 1921:

Interest on Deposits	\$ 63.10
Interest on Bonds	42.50
Freight Refund A. B. C.	27.10
Promotional Fees	150.80
Grading T. R. C. Papers	1.80
Commissions Received	235.40
Accounts Receivable	344.70
Book Sales	15,027.08
	15951.68

Total Receipts

Disbursements,—Warrants Issued June 15, 1921 to Oct. 31, 1921:

Secretary's Salary	\$ 900.00
Editor's Salary	250.01
Secretary's help	1,879.92
Traveling expenses	51.34
Postage	515.94
Printing	462.00
Freight, Dray and Express.....	132.68
Furniture and Fixtures	92.25
General Expenses	337.71
Book purchases	320.30
Accounts payable (Book Companies) ..	7,846.11

Total Disbursements

Reading Circle Funds on Hand Oct.

31, 1921

FINANCIAL STATEMENT

Reading Circle Funds—June 15, 1921 to Oct. 31, 1921

RESOURCES

Balance October 31, 1921.....	\$14,018.05
Cash in Office	1,100.45
Accounts Receivable (orders filled on credit)	4,584.72
Books on hand (paid in full)	1,500.00
Furniture and Fixtures.....	92.25

Total resources

LIABILITIES

Accounts Payable (Due Book Companies)....	\$15,537.19
Balance Oct. 31, 1921.....	\$5,758.28

Respectfully submitted

E. M. CARTER, Sec'y.-Treas.

Nov. 2, 1921

Report of the Committee on Teachers' Pensions

Pension systems are a part of a recent world movement for social insurance. Before the development of great modern industries, involving huge investments of capital, employing many thousands of workers of all ages and embracing many highly organized branches scattered over the country, the need for pension systems had not made itself felt. But with the passing of the small industrial plant the employer found himself more and more removed from close personal contact with his subordinates. Cases of destitution in the ranks caused by accident, sickness or superannuation, could no longer be cared for in hap-hazard fashion by unsystematized measures of relief. What was once the prompt, sympathetic response of fellow workers gave way in time to an attitude of indifference and neglect.

Out of the necessities created by these conditions there developed among far-sighted captains of industry a feeling of responsibility for wage-earners who, through age or disability, became incapacitated for further service. And Society, imbued with a sense of the wisdom and the justice of the pension principle, as it was observed to operate, moved gradually but definitely to the position that employees who have given a lifetime of service to an employer should be taken care of in their declining years and that this care should be on a basis other than that of charity.

Arguments for the Pension

As to the propriety of paying pensions to teachers, the weight of public opinion will be found to favor such measures on grounds of sentiment alone. It would be difficult to find a community which is not bound to its aged and infirm teachers by ties of reverence and tenderness. But the pension principle does not draw its strength from sentimental sources. It is not that teachers want pensions, ought to have pensions, or are more deserving than other members of society. **THE IMPORTANT POINT IN THE THEME OF PENSIONS FOR TEACHERS CONCERNS SOCIETY'S WARDS, THE CHILDREN IN SCHOOL!**

1. It is a matter beyond the pale of argument that the most precious of all its social interests are deliberately entrusted by the community to the teacher and that if any public servant should be required to meet

high standards of physical and mental efficiency it is the teacher. That not all teachers meet these standards will generally be admitted. In no profession, not excepting that of the ministry, is the superannuated employee longer kept on the pay-roll than in a public school system. The discharge of an aged teacher is, in his own estimation and in that of his friends, always premature and from generations of former pupils commonly calls forth protests that any employer would hesitate to disregard. The problem of what to do with the worn-out teacher is an ever present one in every school organization which does not claim a pension system. Indeed, it is not that the superannuated teacher needs the pension so much as it is the vital concern of Society that he should accept it.

2. The teacher's decline in efficiency does not wait for the approach of advanced age. It is too frequently hurried forward by the teacher's own gloomy anticipations for the future. The welfare of Society demands not only the employment of the best talent but the retention in service only of men and women of mental and physical vigor. But the teacher cannot return a service to his employers commensurate with what is expected of him if he is worrying about the future when his usefulness shall be over. Once he becomes a prey to this state of mind, he is no longer an inspiring leader to the children in his keeping. He cannot contribute to that bright and unclouded spirit which should animate every school room.

3. The Social Complex daily assumes new and unexpected developments. Fresh responsibilities are being placed upon the shoulders of the teachers. Problems once thought to lie within the sphere of other institutions are being put up to the school for solution. To cope with novel and increasingly difficult situations it has been necessary to develop an art of teaching and a science of pedagogy. School teaching is at last taking rank, in terms of honor, dignity and responsibility, on a plane with its sister professions of the law, medicine and the ministry.

Nevertheless it does not appear that teachers' salaries will, in the near future, attain proportions commensurate with the new demands in service exacted of the teaching profession. During the lifetime of the present generation of young men and women

fresh material be induced to continue in the service of the school? What favorable condition will supplement chronic underpayment? Can the pension, for example, be expected to exert a constraining influence?

That such appears to be the case in the cities and states now paying pensions to teachers will have to be admitted. It is generally reported that there are being drawn into the service of teaching men and women of superior ability whose energies, but for the pension, would probably have been diverted into other channels. It is further reported that men and women of established worth are, by force of the attractions held out by the pension, retained in the service of a fine but modestly-paid profession.

4. The capacity for shrewd trading and for making sagacious and well-paying investments not given to the majority of teachers. The teaching profession is an exacting and jealous mistress and not many of her disciples have the time, even if they possess the necessary business instinct, to lay out their surplus earnings wisely against future incapacity to earn.

Too often the teacher saves money only to invest it unsuccessfully. He does not commonly possess the faculty of making money breed money. The pension, however, by enabling him to devote his entire time and his best efforts exclusively to his work, will not merely take care of his future; it will vouchsafe to him the privilege and right to live respectably and comfortably in his community. It will embolden him to maintain a scale of living which his position in the social world calls for; it will allow him so to rear and educate his family that they, like him, may enjoy the company of the intelligent and the cultivated.

As suggested above, the motive inspiring any movement toward securing pensions for teachers ought not to be to provide charity for them. It ought not to regard them as a preferred class. It should aspire to place the whole system of their compensation upon sound, economic foundations. The pension is in harmony with methods of enlightened communities in the payment of their teachers. It is not the expression of a passing sentiment but the culmination of long and thoughtful consideration by the best educa-

tional minds of the world. It is a provision that has made stable and happy conditions prevail alike in great industries and school systems where it has been tried. It represents the convictions of teachers everywhere and of voters in more than half the states of the Union.

In England, France, and Germany the principle of providing pensions for the superannuated teacher has long since received the stamp of popular approval and the authority of legal enactment. In America twenty-five states, sixty-four counties and cities have placed similar legislation on the statute books. In these twenty-five states, pension legislation presents the following forms:

Stat-wide Contributory Pension System—15	State-wide Non-Contributory Pension Systems—6
Vermont	Maine
Massachusetts	New Hampshire
Connecticut	Rhode Island
New York	New Jersey
Pennsylvania	Maryland
Virginia	Arizona
Michigan	State-Permissive Contributory Pension Systems—3
Indiana	Ohio
Wisconsin	Kentucky
Illinois	Utah
Minnesota	State-Permissive Non-Contributory Pensions—
North Dakota	Colorado
Montana	
Nevada	
California	

and there are local systems in nine other states, making a total of thirty-four.

The legislative aspect variously presented to the pension appeal in the twenty-five states specifically mentioned is sufficiently indicated by the name above given to the who are now entering upon their careers, teaching will probably remain an underpaid profession. How then can the best of this

system. Suffice it to say sixty-seven pension plans are represented and that the movement, though recent, is shown to be wide-spread and extending.

In most cases the systems are administered by special boards upon which teachers if they do not constitute a majority, have generous representation. Provision is made for retirement on the basis of service and disability. Funds are usually secured by contributions from the teachers and from public appropriations, in virtually equal amounts. In a large majority of instances, the two important factors of compulsory membership for new teachers and contributions by the teachers to the funds are found to be operative. With the reservation that in every case social expediency should be the justification of pensions for teachers and proved actuarial principles their foundation, the specific pattern, in the estimation of your Committee, is of minor importance if the pension principle obtains recognition. It is a measure which calls upon Missouri to claim a place abreast of the position taken by twenty-five sister states.

Upon examination, a pension program, whatever its implications, will not appear so formidable as at first view. But a small proportion of those who enter active service today will be subject to retirement as pensioners twenty-five, thirty or thirty-five years hence. Death, marriage and change of occupation serve to deplete the ranks. Furthermore, the teacher about to be placed upon a pension is retired when he has long previously attained the maximum salary for his rank. The active young teacher who fills the vacancy thus created is a period of years in reaching the amount of the salary of his pre-

decessor when retired. And, finally, it is to be remembered that the period of life remaining to one who has reached the pension stage is but a modest span. In other words, a comparatively small number of teachers reach the age when, because they are still teaching, though no longer efficiently, they are liable to retirement upon a pension for the remainder of their lives. The retirement of this outworn material is demanded in the best interests of the schools yet must be effected without shock, or remonstrance from a sympathetic public.

In view of the considerations actuating your Committee as set forth in this report (1) The fact that the pension has a social philosophy for its basis. (2) The wide-spread character of the pension movement both in the industrial and in the teacher's world. (3) The fact of its general success where tried, it is recommended that the Missouri State Teachers Association again espouse the cause of pensions for teachers in principle as it has already repeatedly done; that the Association use every proper means in its power to enhance the position of the pension in public esteem and secure its legal sanction and enforcement. It is recommended further that the State Constitutional Convention be petitioned by this Association to take such steps as will secure in the contemplated new Constitution such provisions as will make possible the payment of pensions by Boards of Education.

Respectfully submitted,

(Signed)

May Greene

Elizabeth Brainerd

Philo Stevenson, Chairman.

What They Thought of the St. Louis Meeting

The following impressions, criticisms and suggestions have been contributed at the request of the editor, and contain many helpful ideas that may tend to improve future conventions.—Ed.

SUGGESTS SMALLER AUDITORIUM

The program arranged for the State Teachers Association was well planned, the speakers were high class, the addresses given were inspirational and informational, and the entire program was one that deserves high commendation. It is a big problem to arrange and execute successfully, such a pro-

gram as was rendered at the St. Louis Convention. The President of the Association and the Executive Committee deserve much commendation for the success of the program.

I question somewhat the advisability of using the Coliseum for the general sessions of the program. The room is too spacious.

If it is filled to its capacity, only a small per cent of those in attendance can understand the average speaker. If the attendance at any session is sufficient to fill an average auditorium, much better results will be secured by having the addresses given in an average auditorium. Because the Coliseum is so large many teachers get the impression that they will not be able to understand the speakers, and therefore they do not attend the sessions. I am of the opinion that a good sized auditorium like the Odeon with an overflow auditorium for an overflow crowd would prove very satisfactory. A few years ago when the association was held at Hannibal, double sessions were arranged for. Each speaker gave his address at two different places. One speaker would speak at say 10:00 o'clock in one auditorium and at 11 o'clock go to the other auditorium and deliver the same address. Another speaker would deliver an address in the second auditorium at 10 o'clock and go to the first auditorium for the same address at 11 o'clock. This plan proved very satisfactory. Everyone could hear the speakers. Everyone was seated in a comfortable seat. There was less tendency to move and shift around and leave the room while the speakers were speaking.

I am of the opinion that the assembly of delegates uses more time than is really necessary. I believe the Executive Committee might recommend a plan of procedure whereby the assembly of delegates could begin business at the first session. The time of the first session was practically wasted at the St. Louis meeting. Other sessions might be shortened by having a definite program and having the Chairman of the different committees ready to make report when the report was called for. The report should be written, should be concise, and definite. Time is wasted in oral elaboration upon reports made. Too much time is used on long discussions and unnecessary addresses.

There seemed to be many suggestions during the association that there should be two afternoons devoted to general departmental sessions instead of one. I doubt the advisability of this plan. I am inclined to think that one afternoon is sufficient time to spend on the general departmental meetings. Of course, some of these departmental sessions are very valuable but some of them do not function and some do not even have a quorum present for their meeting. I am inclined to

believe that it is better to have one afternoon divided into three or four large sessions taking up special problems along different lines and securing competent educators to discuss these special problems. However, this is a matter to be determined by the majority of the teachers. If the majority of the teachers feel that two afternoons should be devoted to general departmental work then the program should be arranged to meet the desires of the majority.

W. M. Oakerson,
Supt. Jefferson City Schools.

COMPLIMENTS COMMUNITY SINGING

The one feature of the recent meeting of the Missouri State Teachers Association held at St. Louis that was welcomed and applauded by every teacher was the community singing conducted by Albert Edmund Brown of Boston. Mr. Brown is truly an artist in his chosen field. So much is he a master of his work, so commanding and so pleasing is his personality that he has the happy faculty of getting everybody to sing, however large the audience may be. That this is a real factor in determining the success of any meeting no teacher will gain say. At the St. Louis meeting Mr. Brown was always given a half hour preceding each general program in which to lead the 7,000 teachers assembled in joyful, soul-stirring song—The teachers thoroughly enjoyed this recreation period. The only complaint was that it passed too rapidly. Every program gave the teacher something new. Mr. Brown is so versatile in his line that the teachers were given a pleasing variety on each program. The singing varied from the ridiculous to the sublime, and was of such a nature as "to drive dull care away" and leave the teachers in that happy frame of mind that is so necessary for the appreciation and enjoyment of the serious program of speaking that was to follow.

A. S. Boucher,
State Inspector of Teacher
Training Schools.

PROUD TO BE TEACHER

It was a great meeting. The weather was glorious. We heard eloquent and inspiring men and women. We attended conferences to discuss our own problems and are already trying out in our classrooms some of the many new things we learned. We met scores of old friends and made many new ones.

And everybody was happier and more prosperous than ever before. It takes the "big meeting" to brush away the little trials and tribulations of our daily work and to give us the broader outlook which makes those little things appear so ridiculously picayune in the light of the big things that are being done today in the schools of old Missouri.

And proud we are to be teachers! Sometimes we get the notion that teaching is a work for which an apology is needed. We deal with children instead of dollars and when it comes to the tangible rewards we often take the back seat. There is no better medicine for the inferiority complex, more commonly called the "under-dog feeling," than the big association.

They tell a story of some foolish young teachers of another state who did not wish to be recognized as teachers. They hid their badges and wore their hat at a most unpedagogical angle in a futile attempt to look like city sports. But our teachers did not hide their badges. Why should they? Don't you know that the old "school-marm,"—both sexes—which the cartoonist is still palming off on an unsuspecting public is as extinct as the dodo? Greater than the most inspiring address was the sight of that immense army of fine-looking, vigorous men and women, the school teachers of Missouri.

And will you ever forget that sea of waving flags when Pershing and Foch honored us with a visit? Remember that every one in that cheering, flag-waving audience was a schoolteacher in direct contact with from thirty to sixty young Americans. Think of the thousands of boys and girls to whom history is more real because their teacher heard Pershing. Aren't you sorry you did not go?

Samuel Andrew Kruse.
Cape Girardeau

MANY IMPROVEMENTS NOTED

The recent State Teachers' meeting at St. Louis was one of the most successful that I have ever attended. The program was excellent and the meetings of delegates were enthusiastic. I was greatly impressed by the interest shown in the discussions by classroom teachers. I remember very well that a few years ago, in the business meeting, practically all the discussion was carried on by men in administrative positions. This year the active part taken by high school and

grade teachers was particularly noticeable.

The fact that there were four meetings of the Assembly of Delegates gave full opportunity for consideration of many questions which in former years would have been passed over practically without mention. Perhaps the most significant single action of these meetings was the unanimous approval of the County Unit Bill. The teachers will now look to the Legislative and Executive Committees to leave nothing undone which will tend to secure the passage of the bill at the election next year.

Among the many interesting reports of committees, the two on teachers' pensions and on professional ethics appealed to me especially, now that the salary situation is so much improved. I was glad to see that the delegates were distinctly opposed to a merely permissive system of pensions. What we need is a state system applying equally to city teachers and to rural teachers. It was also very encouraging to note that the delegates unanimously favored a standardization of professional ethics. The report on that subject ought to form the basis for the development of a strong professional feeling in the great body of Missouri teachers. The time ought to come soon when teachers would refuse to retain as a member in the State Association anyone guilty of a flagrant violation of professional ethics.

The increase in membership and in influence shown by the Missouri State Teachers Association during the last two years has attracted attention not only in the state but throughout the United States. It is now universally conceded that this association is one of the most active and most influential in the entire country. The teachers of Missouri are to be congratulated upon this remarkable growth. When I recall the feeling of dissatisfaction—almost of demoralization—which existed in the ranks of the teachers no longer than two years ago, and then consider the present satisfactory situation, I feel sure that no prophet is needed to predict even better things for the future.

C. H. WILLIAMS
Extension Division, University of Mo.

THINKS RURAL SCHOOLS SHOULD HAVE MORE CONSIDERATION

I think the St. Louis meeting was the best and most interesting of all. I attended every session and enjoyed the music and addresses;

and the meeting of old time friends was a genuine delight.

The All Missouri Program on Saturday morning was the best of all. However, those splendid addresses from men and women whose heart and soul seemed to be for the rural school inspired us and filled us with hope for better things for the country boys and girls.

It was a rich program, varied enough to interest all.

I was much impressed by the fact that there was no friction or wrangling in evidence, indicating that the teachers have learned to push and pull together. Such an organization with such a spirit is and must continue to be a power for good in its influence on educational conditions.

The County Superintendents' Department had no program. A few of us in round table fashion discussed some of our problems. While I blame no one, I do think that the County Superintendents should have a rich program for their department. I doubt if any other group works as hard for the success of the Association as do the county superintendents, and they do it gladly. Give us a program and fair representation.

I heard some criticism from people who thought that there should be more representation of the rural school interests on the Executive Committee. Speaking for myself, I was proud that J. N. Crocker of Cape Girardeau was chosen. He is honest and capable and I am sure his heart is for the rural schools even though his work has been and is with the city system. So long as men like John Crocker, Sam Baker and George Melcher are on the Executive Committee to fight and work for our cause, I fear no danger. The others I am sure are just as good but I know these better. We shall all work together to make this year the richest yet in accomplishment.

In conclusion, the teachers of Wayne county who attended, praise the meeting and got a lot of good out of it. Those who could not attend are happy that they are members, doing their part in a great work.

C. E. Burton, County Supt. Wayne Co.

CONSTRUCTIVE CRITICISMS

I returned from the Southeast Missouri Teachers' Association meeting at Cape Girardeau in October and from the State meeting in November with a feeling that splendid

programs had been rendered, but that the great body of Missouri teachers did not get true value for the energy and money expended.

A mere handful of Southeast Missouri teachers attended the meeting at Cape Girardeau. I feel sure that the same condition obtained in a greater or less degree in other districts of the state. At the State meeting those who attended the House of Delegates were denied the general programs. Those who did attend and were unable to secure favored seats were unable to hear many of the prominent speakers who had been brought to the state at great expense.

The teacher who attends both district and state meetings spends about six days each year. The teacher's salary plus the cost to the district for the upkeep of an idle school-plant plus the expenses of the teacher plus the cost of the Association programs equals an amount of money which should yield a maximum efficiency to the teachers, patrons and children of Missouri.

The School and Community is the Open Forum for the teacher and community. I would like to hear a more economic plan discussed by the teachers of the state.

Would this plan or some modification of it meet the educational needs of the state?

1. The President of the State Teachers' Association to be the Chairman of an Executive Committee composed of one representative from each of the College Districts in the state.

2. This Committee to be responsible for the arrangement of District programs.

3. These programs to be rendered in all college districts on the same date.

4. If possible, arrange for the out-of-state speakers to tour these meetings.

5. The State Meeting to be a business session of the House of Delegates.

6. The county to be the smallest organization of teachers and thereby securing for every teacher in the state a proper representation in the House of Delegates.

7. The President of the State Association and the members of the executive committee representing the College Districts of the state should be our legal representatives in the N. E. A. and the annual fee should be enlarged to cover this expense.

None of these suggestions may be deemed of spirit in the hope that a greater good may practical but they are given in the very best

come to the teaching mass of Missouri.

With best regards,

Signed: O. J. Mathias.
Supt. Schools, Desloge

VARIOUS FACULTY MEMBERS OF SPRINGFIELD TEACHERS' COLLEGE VOICE IMPRESSIONS

No matter what the occasion may be, when one has the privilege of meeting with men and women who are bound to him by ties of common aspirations, common ideals, common goals in any great undertaking he has at least a three fold opportunity to receive the inspiration which is so essential to maintain his own courage and the suggestions and advice which help him in the solution of his own perplexing problems. In the first place he meets his friends. He makes new acquaintances and renews old ones. These acquaintances ripen into friendships and a real spirit of fellowship which is the basis of true professional pride, is developed: The departmental and group meetings, even the informal conferences, provide opportunities for the intimate discussion of matters relating to one's own interests. What man would not profit infinitely by listening to the recitation of his colleagues' difficulties (if they are willing to admit them) and get real pleasure from giving them advice—even more than he has? Or, who would not be prompted to greater efforts by hearing of the miraculous accomplishments of those who are engaged in the same work as is he? And finally, we have the privilege of sitting at the feet of those men and women whom we are glad to recognize as our great, outstanding educational leaders and of deriving from this contact the professional uplift which we all need and covet. To my mind the 1921 meeting of the Missouri State Teachers Association was abundantly rich in all of the things we have a right to expect and I am already looking forward to the Kansas City meeting in 1922.

Clyde M. Hill, President State Teachers College Springfield Missouri.

Any Session Would Have Repaid for Going

The fact that more than 6,000 teachers from all parts of Missouri assembled in one place in search of inspiration and help was in itself a source of inspiration.

Almost any session with its thought-provoking addresses would have repaid one for going to the convention.

The Saturday morning program partici-

pated in by representatives from the University of Missouri and state colleges made one feel the dignity, seriousness and high purpose underlying the higher educational systems of the state.

Deborah D. Weisel, Head of Art Department, State Teachers College, Springfield, Mo.

Memorable Meeting

The St. Louis meeting was a good one. Departmental meetings afforded practical discussions helpful to teachers in their individual fields. The addresses on the general programs were inspirational. The visit of General Foch to the association made this last meeting a memorable one.

Christiana Hyatt, Department of Expression, State Teachers College, Springfield, Mo.

Speakers Couldn't Be Heard

In the general meetings at St. Louis the women could not be heard and the men were heard with difficulty. While the speakers could be heard in the Odeon Saturday morning, the time allotted to each speaker was not sufficient,—the object seemed to be to accommodate as many speakers as possible in a limited time.

The classical section was much better attended than usual. The program, in general, was better than usual.

Norman Freudenberger, Head Department of Languages, State Teachers College, Springfield, Missouri.

Attitude on County Unit Most Cheering

The meeting which has just closed has, to my mind, been one of the most important sessions of the teachers since the establishment of the State Association. Being on the verge of the adoption of a new Constitution the thoughtful attention to the educational clause in the constitution made the work of this meeting far reaching in its scope.

The most cheering thing of the whole meeting was the attitude of the teachers in regard to the County Unit Bill. They are unanimously in their support of the bill and I never heard anyone express a doubt but that the measure would pass at the polls. This attitude of the teachers and their faith in the voters is the most hopeful thing we have had in behalf of the country boys and girls within the past generation.

L. E. Pummill, Department of Mathematics, State Teachers College, Springfield, Mo.

Good, Nevertheless

Whatever criticism one ought to feel about the acoustics of Convention Hall, sudden and unexpected changes in program, or the depressingly small total of business transacted by the House of Delegates, nevertheless it was good to be at the St. Louis meeting, if only to realize yourself one of the thousands and to feel a breath of professional pride, inspiring confidence in our own strength when once we all make up our minds what it is that we want. And, after all, in my opinion, that pride and that confidence are the consummation to be wished for and attained.

Anna L. Blair, Department of Foreign Languages, State Teachers College, Springfield, Missouri.

SUGGESTIONS RELATIVE TO ASSEMBLY OF DELEGATES

The Assembly of Delegates is the representative body of the Missouri State Teachers Association. It hears and adopts reports of all committees, passes upon resolutions and receives the report of the executive committee and that of the secretary-treasurer.

The creation of this body has done much towards expediting the business of the Association. Formerly, the business session was held during the closing hour of the general program which did not give sufficient time for the consideration of important matters. Often motions were passed and resolutions were adopted without the deliberation which they demanded. This has been changed and it will doubtless prove to be a decided advantage.

The Assembly should convene on the day preceding the beginning of the general program of the Association. It should meet promptly and remain in session (meals and lodging alone excepted) until the business of the Association is transacted. This would give members an opportunity to attend some of the general sessions and department meetings.

The chairman of each committee for which the constitution provides should be an ex-officio member of the Assembly of Delegates. This would provide for a representative of each committee to be present at the time the report is due and would also give the representative an opportunity to take part in the consideration of the same.

The Association acted wisely in creating the Assembly of Delegates. The organiza-

tion is not perfect, but experience will suggest changes which should be made.

R. H. EMBERSON.

Boys' and Girls' Clubs,
University of Mo.

SESSION MARKED WITH SERIOUSNESS

The recent session of the M. S. T. A. was marked with seriousness and earnestness. The gravity of the numerous problems pressing for solution in every phase of education was keenly felt and reflected in the association's proceedings. It was realized that American democracy is being tested as never before and that we must look to our public schools as the refining furnace to furnish the stabilizing influences and produce a citizenship which will function adequately tomorrow.

The United States has the greatest per cent of illiteracy of any great nation and this must be wiped out. Proper American ideals must be set up and made universal. Conformity to these ideals must be secured.

The state will have fallen short of her full duty until she has done everything possible within her power to bring every boy and girl into his or her just heritage. She will not have done this until opportunities for obtaining an elementary and secondary education have been placed within reach of all. One key note which ran through the entire program was to the effect that not much improvement can be expected in rural education until this state gets a different unit of administration for taxation and control.

The schools are not supplying the individual's needs sufficiently. The curriculum should supply the child with the things needed in his development when he needs them, and as much as he needs and no more. Any starvation, over-stuffing or ill-digesting scheme is not a wholesome diet.

The standards of the teaching profession need to be raised. We have not a satisfactory code of ethics; salary schedules should be based upon training, experience, and teaching skill rather than upon the grade in which one teaches, whether elementary or secondary. Teachers should be encouraged to do that type of work for which they are best suited by nature and nurture. Above all teachers need to be rededicated to a life of service.

C. B. Hudson, State Teachers College,
Warrensburg, Mo.

Fighting the White Plague in Missouri

W. E. Smith

A man asked me a few days ago what I thought about the Parent-Teacher Association, I answered him, "the Parent-Teacher Association is an organization that can do an unlimited amount of good if it has a definite program and a few leaders with the nerve to carry out that program." That will apply to any organization, association, or society, or whatever you wish to call it. That is why the Missouri Tuberculosis Association, organized in 1911 by its excellent leader, Dr. W. McN. Miller, has accomplished the astonishing things herein enumerated. That is why the people who have sold seals and bought seals year after year have continued to support the Tuberculosis Association since its inception. And, because it has a bigger and better program for next year, we are going to support it this year.

What is the program? It is more than you can swallow at one time. For instance, we have found that the Association has grown sufficiently strong in its effectiveness in reaching out over the State that local organizations need to be urged. That has been experimental. It is now a fact that local societies can do a great work. Lafayette County has a Tuberculosis Society to do clinical, tuberculosis and nutritional work. Johnson County has a Committee which looks after tuberculosis and school nurse service. Cass County Tuberculosis Association has demonstrated Community Service in carrying out part of the new Physical Education Act. It is financing the Health Crusade Program in all of the schools in the county this year; it is holding a health poster contest in all of the schools; it is doing other work at its own expense. Every Missourian who is interested in health knows what a splendid thing was done in Greene County. There are many other local societies in the cities like St. Louis, Kansas City, St. Joseph, and Columbia, that are striving and working to drive out the dreaded disease and bring in a reign of good health. There should be local organizations in other parts of the State. Each organization should be closely affiliated with the State Association.

Secondly, the School Health Crusade has proved to be beneficial beyond expectations.

The demand for the material became so great last year that the expense to the State Association in supplying the material nearly bankrupted the Association. But the faith was kept. And we are marching on. The Health Crusade should be officially adopted as a part of the course in hygiene in our schools, and the boards of education should pay for the material. That is for the Association to encourage and bring about. To do that work is ahead for the right man in the right place. The Health Poster contest must not be dropped. Its power of driving home the leading facts and rules of health is too strong to permit us to drop it from our school work.

Thirdly, the Physical Education Act which was recently made a law in Missouri needs encouragement. We have a State Director. There should be county directors. The State Director must "see that all rules and regulations relating to physical education, health habits, school sanitation and playground activities and athletics are carried out," according to article 3 of section 1. It is probable that no man justly deserves more praise for the passage of that bill than does Dr. Miller, who heads the Association. To carry out the provisions of the law, the State Director will need assistance for a long time to come. The State Tuberculosis Association has been carrying on part of the work which this law encourages.

Fourthly, there is going to be a Constitutional Convention to draft a Constitution for Missouri. That draft should be a twentieth century document in every respect. It should plan for the future. We need men in the Convention who will see that provisions are made for looking after the health of all of us. The State Association must be willing to help in every way that will be of interest to good health.

Courses in Sanitary Engineering, Public Health, Public Health Nursing, and a Short Course in Medicine for a Baccalaureate Degree, are needed in our State University. Only a short time ago a large city in Missouri tried to find a health expert. The salary offered was \$5000 a year. One man was found who could qualify but he asked \$10,000 a year. That city still does not have a man

for the place. We need more men who can qualify and are willing to engage in the work as a profession. The State Insurance Department may be used in the conservation of life along with the duties it now performs. The rural communities need rural inspectors. But there are so many things to be done. And all of these things which are enumerated here are in the program of the Missouri State Tuberculosis Association. Is it not a big one? Isn't it worth while?

There is not a teacher in the State of Missouri who should fail to give the program which Dr. Miller has outlined her hearty approval and strong support. Every teacher may do three things: see that her pupils observe health rules; convince the citizens of the necessity of their financial and moral support; and sell Christmas Seals to help finance the Association. Every man owes it to himself, his family, and his friends, to encourage and support financially, an organization that is reducing year by year the chances for White Plague. We open our eyes and throw up our hands in holy horror at the number of men killed in war (and we do rightly) but we wink at tuberculosis, many, many times while it kills 150000 people every year for us. From 60 per cent to 90 per cent of us are exposed now to the disease. One out of ten of us will die with the disease if we do not fight. At present, and it is on an average, 400 people are dying today, 17 are dying this hour, one is dying every $3\frac{1}{2}$ minutes, from tuberculosis. Have you any fighting blood in you? If so, you do not have to go to war with a gun, just shoot tuberculosis with prevention. Every progressive doctor preaches prevention. They know that a common sense measure of prevention saves a life in time.

Probably you have been asking yourself what has been done with all of the money which we have raised since 1911. That is a fair question. You probably remember having read that Missouri Tuberculosis Association began active work in 1911. That is right. It did. But it had to spend most of its money trying to educate us to buy and sell more seals to raise more money. We did not support it strongly enough to enable Dr. Miller, the organizer, to do anything of great importance in the early years. But we finally began to recognize the Association and its purposes. Since that time the program as mapped out by Dr. Miller has been com-

pleted. He has accomplished more than we believed he could.

In glancing over a Christmas Seals Circular published by the State Association for 1916, I notice that five important things were proposed. First the Association advocated the "taking of such action as will lead to the calling of a State Constitutional Convention which alone can enable State and counties to provide funds for the maintenance of the tuberculosis hospitals for advanced cases of consumption which are provided for by law." Second, "to provide for more efficient and better rural school supervision and therewith secure better sanitary conditions of rural schools and their outbuildings." Third, to enable counties to provide for health officers. Fourth, to authorize city boards of education to establish and maintain schools for tubercular children. Fifth, to establish a Health Day and provide for its observance in our public schools. These things have been realized. And, that is not all.

Many campaigns of publicity through the press and free literature have educated us to fight for better health. Thousands of sufferers from tuberculosis have been consulted and treated. Their families have been relieved in many many instances. Health surveys of school children have been made along with the study and reports of their home conditions. The teaching of health to children through their active participation in health habits has been successfully conducted. Physical examination of school children have been made, school nurses provided, and open air schools established. A very important thing has been done in providing health education for teachers in our State Teachers' College and in our teachers' training classes.

Dr. Miller has further assisted in and secured the passage of many laws which have made for betterment of our health conditions in Missouri. Some of those laws are: Laws providing for county tuberculosis hospitals and visiting nurse service and the disinfection of contaminated dwellings; Laws to secure sanitary conditions in our zinc mines; Laws that reorganized the State department of Health and secured county deputy State health commissioners; Laws which provide for inspection and examination of public schools of Missouri.

The death rate from tuberculosis has decreased nearly 50 per cent since 1911. There were 155 deaths from tuberculosis per

100,000 in 1911; there were 105 in 1920. The large number of 5113 people died of tuberculosis in Missouri in 1911, but with the persistent efforts and sacrifices of the people who have labored in the good fight have reduced that number to 3592 in 1920. Judging from the curve of the graph line based on the fall in the death rate since 1911, we can

reduce the death rate to a very very small figure in the next ten years.

The fight against the White Plague has been on for ten years. Let us keep up the fight by selling seals to finance the Association while it works in its worthy cause. Can you? Will you?



Department of Child Hygiene and School and Home Sanitation

Conducted by the
Missouri Tuberculosis Association
W. McN. Miller, M. D., Editor



OBJECTIVES AND AIMS OF THE MISSOURI TUBERCULOSIS ASSOCIATION

In other ways and at other times, from one or other point of view, what the Missouri Tuberculosis Association with the co-operation of local tuberculosis societies has done, has been made known before. State departments and institutions, public and parochial schools, county health officers and city health departments, national, state and local volunteer health and educational organizations, the Missouri press and moving picture theatres, state and local women's clubs and organizations, have participated.

The great aim of the State Association, everlastingly proclaimed throughout the last ten years of its activities, has been to suppress tuberculosis; its work, to conduct a crusade against the disease; its object, to promote health and economic welfare in all Missouri.

The tuberculosis death-rate in Missouri has been reduced one-third in the last ten years; the capital equivalence of the lives saved from tuberculosis in the year 1920 (1911 wage scale and prices) is over twelve million dollars; the State has come to hold first place in the relative reduction of the tuberculosis death-rate.

However, with this let us not sit quiescent. We cannot—dare not—sit with hands folded in snug contentment with what we have done. Much remains to do. In the year 1920, in Missouri, nearly 3,600 lives were claimed by tuberculosis. The enemy always

is in action on the firing-line, with morale never lessened by his losses. The annual death-rate still remains 105 to the 100,000 population, the annual money loss still nearly \$25,000,000. In the rank of 22 registration states, 1915-1920, in respect to the tuberculosis death-rate, Missouri still stands 12th, risen from the 15th place in 1915. We still have goals to strive for, honors to achieve.

How shall the Association proceed further to extend its service for the welfare of the state and its people that they may have health and prosperity? What now shall be its aims, its objectives?

In the past through the development of the public health consciousness—and conscience—which it has stimulated, laws have been enacted and efforts have been made to inaugurate their enforcement, and increased state appropriations of funds to support health and health educational departments and institutions have been made. Voluntarily supported and administered state-wide and local demonstration health programs have been instituted and later officially institutionalized.

Through the passage of legislative bills providing for the reorganization of the methods of administration of the state health department and county public health service and with the organization of a division of child hygiene in the state board of health, provision has been made for the health welfare of the child from prenatal to school age. With the enactment of the physical education bill provision is made for the health

supervision of the school child, say from six to eighteen years. From this latter age onward throughout adolescence and adulthood no legal provision for health work, other than quarantine against contagious diseases, has been made legally to enable a local county or municipal community to take steps to promote the health and physical welfare of its people.

From the point of view of the interests and welfare of the state and local community, no child, no adult, that he may become and continue an efficient serving citizen unit, should lack health attendance because of the lack of personal financial means wherewith to secure it. Health should be to him as attainable by right as is fresh air and pure water. The conditions to assure him health should not be denied him, for health is the first consideration for efficiency.

Personal inattention to one's health because of immaturity or ignorance of the individual is excusable, but the nation, the state, the local community cannot rightly and justly claim indulgence from fulfilling its obligations to make the means to health universally obtainable. Such inattention is inexcusable.

In Missouri as in other states there are many people in rural communities and in local industrial centers with many resident people living under the border-line of poverty or even well above it who lack the means to buy health attendance or to whom it is not available. In such communities there may be dearth of physicians, dentists or nurses; insufficient or not easily attainable hospital facilities; lack of medical diagnostic laboratories and sanitary inspection; need of dispensaries and clinics; want of opportunity for periodical health examination; uncertainly available supply of fresh vaccines and serums and other preparations for the diagnosis and prevention of contagious diseases; unorganized opportunity and means for physical recreation and entertainment; no meeting place convenient and adapted to the use of committees or personal conferences of ad-

ministrative health and school officers or of representatives of volunteer health and health educational agencies serving in an auxiliary or advisory capacity.

All of these facilities, services, opportunities are attainable to the people resident in the large commercial wealthy cities but are not generally available to the people of the lesser cities, towns and rural communities of the state. To make them attainable to the people of the counties of the state at their will by legislative action in the passage of an enabling act which shall provide for partial state support is the new objective of the State Association.

This new and immediate objective, when attained, will provide for the establishment and maintenance of **County Health Centers** where anyone who applies may be advised where and how and at what reasonable cost the health service of which they stand in need may be secured.

This health center plan does not imply "State medicine," is not "health insurance." It will promote professional health service whether rendered by practitioners or by health officers, whether remunerated for by private fees or adequate salaries paid by the public.

The plan does not contemplate forcing any kind of service, or any service, on anybody. It will provide facilities for more adequate scientific medical and surgical treatment and nursing care, more hospitals and dispensaries, more general utilization of laboratory aids in diagnosis and treatment—all at the command and to the service of the local practitioner. It will promote his interests and make him more effective. It will discourage and prevent the activities of charlatans and quacks.

Further and more detailed information as to the plan may be had in the article "An Epoch-making Health Bill" in the "Journal of the Missouri State Medical Association" for June, 1920. A leaflet reprint of the article—an editorial review—may be had on request made to the Missouri Tuberculosis Association, 706 Pontiac Building, St. Louis, Mo.

The Test of Civilization

Address delivered to the General Session of the M. S. T. A. by Sam A. Baker,
November 3, 1921

In the hills of life, so says a Missouri author, there are two trails—one leads to the higher sunlit fields where those who journey

as they go look ever afar and the light lingers long after the sun is down; the other leads to lower grounds where those who



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travel as they go look constantly over their shoulders with eyes of dread and the shadows gather long before the day is done. You and I my friends, and all of us are traveling one or the other of these trails. If on the lower trail, we walk with unseeing eyes, with lowered head and drooping shoulders, we see none of nature's beauties; the clear sky and twinkling stars are not visible. Life is an unending night. We dread the contact with problems of the day. We dread the comradeship of our fellows and dread the final meeting with our God. If on the sunlit trail, we walk with head erect, with shoulders thrown back; we see the clear sky, the burning stars, we hear the music throated birds that entrance the listening air, we smell the perfumed zephyrs as they sigh, we see and rejoice at the budding flowers, the sparkling streams, the light and shadows of the grand old wood. The rocks of despair no longer hurt our feet, the dust of indifference no longer envelopes us, the mud of antagonism no longer mars our progress. We see beauty everywhere, our hearts are free from hatred, malice and all uncharitableness. With confidence in the great and all-wise Being whose children we are, we turn always at the command of duty and add to the sum total of civilization by taking up our duties resolved to do our best to live up to our great inheritance, for

"We walk in a world where no man reads
The riddle of things that are,
From the tiny fern in the valley's heart
To the light of the largest star."

"We know that the struggle of life is hard
And that silence of death is deep,
As we fall and rise on the tangled way
That leads to the gates of sleep."

"Yet we lift our weary feet and strive
Through the mire and mist to grope,
And find a ledge on the mount of faith
In the morning land of hope."

Our morning land of hope for present purposes is in ministering to the needs and wants of man so as to make for their happiness, uplift and betterment in preparation to meet the test of civilization.

Human life is a recurring series of needs and desires which multiply with growth, change with character, and vary with every varying condition of man and society. Many years ago, man was content to move from place to place in an ox-cart; today he wants

an aeroplane. At one time in our existence a pine knot served us well enough for heat; today we want a furnace and even temperature all over the house. We once were satisfied with a tallow candle for light; today we want the electric light with a switch in every room and a push button at the head of the bed and at the side of the door. In the early settlement days of this great country, our forefathers considered themselves fortunate if a spring or small stream of water could be found within a mile of the clearing; today we grumble if we have to step into the next room in order to reach the drinking fountain. Some generations back our ancestors were satisfied with mere existence—now we realize that

"He who merely is may be a dull insensate hind,

But he who knows is in himself divine."

Civilization is known and estimated by the number and character of its wants. It is the part of education to determine the character of these wants.

We have had our lesson from the world powers of the past. Experiments in civilization have been repeated times we know not how many. Egypt with her arts and sciences, her pyramids and her monuments boasted of a wonderful civilization, but what is she now—only a dim memory on the horizon of events. Her civilization was built upon a shaky foundation. The minds of her people were perverted, the intellect of her children abused. She failed to meet the test. Civilization is a growth, not a disintegration. Greece, lovely Greece, in the language of Judge Story, the land of scholars and the nurse of arms, where sister republics in fair processions chanted the praises of liberty and the gods; where and what is she? For 2,000 years the oppressor has ground her to the earth. Her arts are no more. She fell not when the mighty were upon her. She fell conquered by her factions and by the hands of her own people. She failed to meet the test in the preparation of her young for the duties and responsibilities of life. Rome, republican Rome, whose light gleamed in the rising and setting sun is no more. More than eighteen centuries have mourned over the loss of her empire. She failed to meet the test. She failed to gain a real knowledge of life. Selfhood, the desire to fathom the meaning of life is the most constant and uni-

versal of human longings. Sphered about by the infinite spaces of the universe, it yearns to comprehend what and where it is. It sends its thought to the farthest star that watches the night and thunder speeds it down the unsounded void to search unweariedly for the answer of the baffling, insistent riddle of life.

Intellect guides the world. It gives us higher ideals and nobler aims. It sees what will be and thus uplifts the beholder. It opens the door of the soul and helps one to feel that life is real, life is earnest. The lower animals are born with an almost complete adaptation to life's functions. The colt stands when only a few hours old and at three years will do almost all it can ever do. With the human infant destined to the highest degree of intelligence, everything must be learned from the beginning—how to aid and direct, how to guide and assist, how to make every experience one more link in the chain of educational processes and finally how to so round out his career as to make him helpful and useful to society is the one great problem of the age.

Yes, the test of civilization is found in the

degree of education accorded the people. Whatever difference of opinion there may be as to how we may accomplish this end, we know that childhood is the time.

"No change in childhood's early day,

No storm that raged, no thought that ran,
But leaves its mark upon the clay
Which slowly hardens into man."

We appropriate money for almshouses, penitentiaries and courts of justice far more than is spent on the education of children. Our time, our energies, our money should be spent on the right training of our children. Feed a pauper today and the same pauper is just as hungry tomorrow. The only way says Pestalozzi to help people is to teach them to help themselves.

"Better guide well the young than restrain them when old,

For the voice of time wisdom is calling,
'Tis good to rescue the fallen, but
Better to keep them from falling.

"Better to close up the places of vice and of crime

Than restrain from dungeon and galley,
Better put a strong fence on top of the cliff

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Than an ambulance down in the valley."

The real aim of all educational activities is to produce not parasites nor vultures but rather citizens with the spirit of the twentieth century; citizens who are keen and alert, with regard to all community interests and who not for gain or preferment alone, but in the spirit of helpfulness are willing to render service to their community and their fellow men.

The schools are the principal sources of educational training. We spent last year in the United States for education about \$920,000,000 but spent for non-essentials \$22,645,000,000. In Missouri we spent about \$35,000,000. The state apportioned this year \$4,461,550 to the schools of the State. \$2,040,050 of this went to districts maintaining high schools. \$1,522,500 went to the rural districts. Our educational efforts in Districts having high schools have been along twentieth century lines, but the rural districts have not fared so well.

Education is the test of civilization. History shows that it is exceedingly dangerous to encourage class distinctions. This is exactly what we are doing when we neglect to give to the children in the open country the same

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educational opportunities given to the children in town. There should be no north, no south, no east, no west to education—no distinction between urban and rural advantages. A double standard in education is undemocratic and un-American. Justice and equality is the foundation stone of our Government. Justice, therefore, demands that every boy and girl in Missouri, regardless of urban or rural residence, be given an opportunity to begin the work of manhood and womanhood unhampered by the lack of educational training.

We have urged the boys and girls to stay on the farms and become better farmers than their fathers and mothers, but until these boys and girls can get a square deal and be given the same educational advantages as their town cousins, they are not going to stay.

Production is one of the safe-guards of civilization and the farmers are the producers. The food we eat, the clothes we wear are procured directly or indirectly through their efforts. If they should ever stop working,

the Lord help us! the famine in the days of Joseph would be a passing incident compared to the suffering that would result.

"While we sing the praises of the man behind the gun

And the books are full of wonders of the things that he has done,

And there comes a sort of quiver in the flag that's waving high

And we sorter want to holler when the boys go marching by.

But when the shoutin's over and the fightin's done somehow,

We find ourselves dependin' on the man behind the plow."

If we are depending on the man behind the plow, then let's give him a chance to at least lay the foundation for his children at home.

Yes, our civilization has met the test when our boys and girls throughout this State and this Nation all have equal opportunities to have at least a four year high school training at home.



Items of Interest



The Gentry County Plan for Rural School Improvement 1921-1922

The following is a reprint of a folder issued to school-teachers and school officers in Gentry County by County Superintendent Earle C. Duncan. It contains many valuable suggestions and incidentally marks a live county superintendent leading a live group of teachers in a live county.—Ed.

The Gentry County Plan began at the

August meeting held in Albany, Mo., 1921. The teachers in attendance were asked to write a list of improvements worth while and needed in the schools of the county. The results of the questionnaire were tabulated and divided into Major and Minor groups and a plan of approval worked out.

Plan of Approval

When a school has made three Major and two Minor improvements it will be classed

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a "Better School" for that year and a certificate of approval will be granted by the County Superintendent of Schools. The school may be approved each succeeding year by making additional improvements. Any school in the county is eligible to become a "Better School" and when a school has made the necessary improvements the teacher is urged to certify a list of the improvements made since school closed last spring. If the requirements are satisfactorily met a certificate of approval will be granted at once.

Major Improvements (Three Required)

1. Better Library. Additional books must be added to the amount of \$10 in schools having over 150 books; \$15 in schools having between 100 and 150 books; and \$20 in schools having less than 100. These books must be in addition to free text-books.

2. Better playground. At least two pieces of playground equipment must be added. This should be home made apparatus. Excellent home made equipment may be seen at Albany, King City, Stanberry, Ford City, Darlington, McFall, West Sagor, Lone Star, Shepherd, Gentry, Star and Prairie Flower.

3. Better water supply. Over half of the



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schools have sanitary drinking fountains. These may be installed for \$7.00 to \$15.00.

4. Better heating and ventilating system. About forty schools are supplied with some improved system. A regular system may be added for \$65 to \$150. A jacket will cost about \$10.00.

5. Hot lunch. About ten schools in the county will have hot lunch this year. The equipment necessary can be added for a few dollars.

6. Junior Red Cross Program. The school must be a member chapter and carry on the county program for the Juniors.

7. Better lighting. Cross-lighting should be remedied and can be done at a small cost in most cases. This is important.

8. Better seating. Chairs should be installed in most of the smaller schools and new single desks in the larger schools.

9. Community meetings. At least four community meetings must be held and a copy of each program mailed to this office.

10. Better building. Redecorating interior or exterior.

11. Better building. Building cloak room or work room.

12. Better teachers. If present teacher is



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re-employed, attendance at summer school is necessary; if a new teacher is employed better qualifications are required.

13. Better teacher. Professional reading. Must do Reading Circle work and read at least one professional and one current event magazine.

14. Better Method of Teaching. The Project, Problem, Socialized Recitation, Supervised Study or some other good plan must be groups and a plan of approval worked out. followed and reports made to this office.

15. Better Co-operation with Parents. A better school club or Parent-Teachers' club must be organized, and copies of four programs approved at this office.

Minor Improvements (Two Required)

1. Flag. A flag of suitable size must be properly hung in the front of the room. This flag should not be larger than 3x5 feet.

2. Teach Current Events. Must be taught at least one period each week during the regular period for language, history, geography or reading. It is advisable to have it with each class a full month in order to have ample time for teaching the several subjects. The Literary Digest, New York; Current Events, 5 So. Wabash Ave., Chicago; and the Pathfinder, Pathfinder Pub. Co., Washington, D. C.; a St. Joseph or Kansas City Daily; and the home paper are recommended for teaching current events.

3. Better Pictures. A school must add at least one suitable picture in good frame. Select a reproduction of some famous picture.

4. Dust Prevention. School must oil floor or use sweeping compound. If sweeping compound was used last year, the use of oil this year is considered an improvement.

5. Better Maps. A set of maps must be added.

6. Better Toilets. Toilets must have deep pits and be screened.

7. Sand Table.

8. Better Reference. An encyclopedia will meet this requirement provided the library contains 150 books.

9. Music Appreciation. A standard talking machine and at least 20 suitable records. List of records must be approved.

10. Globe. The school must have a good globe. Price will range from \$1.00 to \$10.00.

11. Song Books. Twice 55 Community Songs, C. C. Birchard & Co., Boston; and the Golden Book of Favorite Songs, Hall and McCreary, Chicago, are recommended




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Wanted: Costless Improvements

We hear a great deal about the need of money for the improvement of our schools, and it is the truth that we hear. But are we not sometimes in danger of forgetting that, with a given amount of money, some schools are much better than others? In other words, do we not need to inquire what ways there are of improving the schools that will not require additional expenditure of money?—Journal of Education. The preceding statement is important and states exactly what we are attempting to do under our "Better School" plan. Most of the improvements can be made without an additional expenditure of money. Any school in the county can meet the requirements for approval by a proper expenditure of the funds on hands. Teachers are urged to cooperate with the patrons and pupils of the school in making their school a "Better School."

Supt. S. J. Holloway of Versailles is battling bravely with the situation brought upon the school by the destruction of the school building recently by fire. The school though scattered over town wherever a room is to be had is progressing nicely and the community has already taken the necessary steps for the replacement of the building.

Miss Jessie Burrall spoke at the general sessions of the Wisconsin Teachers' Association held at Milwaukee on November 5th. Her subject was Education for Power.

W. W. Robertson of Oklahoma City is representing The Charles E. Merrill Company in Missouri. This company was formerly represented by Dr. H. S. Hartzog of St. Louis who is now with the J. B. Lipincott Company.

Assistant Superintendent A. L. Threlkeld of Denver writes that the Tax Commission has increased the school levy of that city so as to add "a little over a million dollars to their budget." The budget this year is about \$800,000.

Mr. John G. Merideth, principal of the high school at Moberly and popularly known

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throughout the State was married on November 24th to Miss Jeannett Bragg, teacher of Mathematics in the Mexico high school.

Leslie G. Somerville, formerly superintendent of schools at Clearmont has been appointed county superintendent of Nodaway county by Governor Hyde. Mr. Somerville has been one of the county's most enterprising and successful teachers and is a worthy successor to Mr. Cooper.

Benj. A. Cartwright has been appointed county superintendent of McDonald county. Mr. Cartwright for several years has been the successful superintendent of schools at Cassville, Missouri. He is a thorough going school man, and will soon take his place well toward the top among the ranks of progressive county superintendents.

Supt. Clyde W. Akers is to be congratulated for having secured reduced fares to the St. Louis Convention. The B. R. & B. T. road which serves a large part of his county is not a member of the Southwestern Passenger Association and had not therefore acquiesced in the general agreement for special rates. Superintendent Akers by taking the matter directly to the traffic manager

of this road was able to get the concession.

The Sunflower is a neat four page paper published by the high school students of New Madrid. We are indebted to Supt. M. A. Shaw for having seen the initial number.

The Barry County Teachers Association strongly endorsed the county unit bill and a state board of education for the election of a state superintendent of public schools.

Supt. H. M. Aulsbury, of Campbell writes that they have organized a Parent-Teacher Association there and that his high school has an enrollment of 160 with over 50 tuition pupils.

Prof. W. W. Parker, head of the English Department, at Warrensburg Teachers' College was one of the speakers at a meeting of the National Council of Teachers of English held in Chicago, Nov. 24-26.

Miss Grace Shepherd, of the Rural Education Department in Maryville Teachers College has recently been appointed secretary of the Department of Immigration Education, a newly created department of the N. E. A. Miss Shepherd was for several years treasurer of the N. E. A.

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S. E. Smith for some time superintendent of schools at Osceola and principal of the high school at Harrisonville has accepted a position in the Kirksville Teachers' College. For the past two or three years Professor Smith has been taking work in the Peabody College for Teachers at Nashville.

Dr. S. K. Fretwell, of Teachers' College, Columbia, was a visitor at the State Association. Dr. Fretwell began his teaching career in Missouri and still claims it as his home. At Teachers' College he is Professor of extra-curricular activities.

County Superintendent A. H. Cooper resigned recently to accept a position in the Maryville Teachers College. Mr. Cooper has made a national reputation as county superintendent of Nodaway county. His work there in vitalizing the rural curriculum has attracted many visitors from all over the United States and some from foreign countries. He will make a valuable member of the College faculty.

Doctor F. P. Graves, newly chosen Commissioner of Education for the State of New York and President of New York University is a former Missourian, having taught for

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several years in the School of Education of the University of Missouri.

Doctor M. G. Neale will be one of the instructors in the summer term of the University of Missouri. This will be noted with pleasure by a number of Missouri School men who regretted his leaving M. U. for the more inviting position in the University of Minnesota.

Former Missourians who are now in positions of importance with book companies were frequently seen in the lobbies of the hotels at St. Louis during the Association. Among them were John Laidlaw, one of the owners of what was formerly the A. S. Barnes Publishing Company; J. N. Tankersley, manager of the Chicago office of The Macmillan Company; D. E. Barnes, manager of the Central United States Territory for the American Book Company and E. T. Allen who directs the salesmen of the Chicago territory of the Houghton Mifflin Company.

County Superintendent C. C. Carlstead, co-operating with the county agent of Chariton County had a very successful roundup in that county on November 10, 11 and 12. Thousands of people attended the various meeting

at Keytesville and the displays of farm products and school work were of the most creditable quality and quantity.

Geo. T. Porter, has resigned the superintendency at Harrisburg to accept a position as representative of the Houghton Mifflin Publishing Company.

THE NOBLEST STUNT

The teacher's is the noblest stunt a mortal can pursue; and yet today we see her hunt for something else to do. She loves her high uplifting trade, and quits it with a sigh, but she can't live on what she's paid, cannot afford to die. For years she studies night and day, to qualify to teach; and we behold her on her way, and say she is a peach. We hand her nosebags when they're cheap, and call her Butter-cup, and say the blessed schoolmarms keep our bulwarks right side up. Without her this enlightened age would sadly be bereft; she guards the priceless heritage our well-known fathers left. We hand her taffy with a spade, but when she makes complaint about the measly wage she's paid, we sweat some blood and faint. We may confess to spendthrift ways, hold miser greed a crime;

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but when the schoolmarm asks a raise we're tightwads every time. And so she's going from the school to seek some other trade, to carve her way with some new tool, a corkscrew or a spade. She cannot thrive on nose-gays sweet, or flourish on hot air, for she must have a prune to eat, and decent clothes the wear.

Walt Mason, in Kansas Teacher.

Missouri farm heating systems number 15,748 (or six per hundred farms) and of this number 10,771 are hot air, 3,020 hot water and 1,957 steam furnaces, according to the mid-year 1921 survey by E. A. Logan and Jewell Mayes of the Missouri Co-operative Crop Reporting Service.

During the last few years there has been a growing demand for better and more modern farm homes. In many counties wood fuel is getting scarce, and farmers are turning to furnaces. The hot air furnace has been more generally installed than all others combined.

Nodaway county leads with 657 farm heating plants, Jackson 634, Saline 542, Henry 493, and Lafayette 420. Counties estimated to have less than one per hundred farms are

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County Fairs—Vol. 10, No. 6. Crop Review for 1913—Vol. 11, No. 12. Country Life Conference—Vol. 13, No. 5. Ice on the Farm—Vol. 13, No. 9. Some Insect Pests and Their Enemies—Vol. 13, No. 10. Missouri Crop Review for 1915—Vol. 13, No. 12. Agricultural Exhibits and Farmers' Institutes—Vol. 14, No. 1. Rural Progress in Missouri—Vol. 14, No. 3. Country Life Questions and Answers—Vol. 14, No. 4. Movable Hog Houses—Vol. 14, No. 5. House Heating—Vol. 14, No. 6. County Fairs in Missouri—Vol. 14, No. 7. Good Sires, The Value of—Vol. 14, No. 9. Farm Names—Vol. 14, No. 10. Missouri Crop Review 1916—Vol. 14, No. 12. Federal Farm Loans—Vol. 15, No. 1. Missouri Live Stock 1916—Vol. 15, No. 5. The Small Vegetable Garden—Vol. 15, No. 7. Farming Facts, Miscellaneous—Vol. 15, No. 8. Growing and Feeding Meat Animals—Vol. 15, No. 9. Horses and Mules—Vol. 15, No. 10. Live Stock

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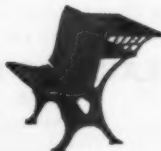
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Questions and Answers—Vol. 15, No. 11. Crop Review of Missouri 1917—Vol. 15, No. 12. Farm Questions and Answers (Part 1)—Vol. 15, No. 3. Farm Questions and Answers (Part 2)—Vol. 16, No. 4. Farm Questions and Answers (Part 3)—Vol. 16, No. 5. Farm Questions and Answers (Part 4)—Vol. 16, No. 6. Dividing the Dollar—Vol. 16, No. 7. Live Stock, by C. F. Curtiss—Vol. 16, No. 9. Co-operation Among Farmers—Vol. 16, No. 10. A Farm Club for Women—Vol. 16, No. 11. The Farmer's Club—Vol. 16, No. 12. 1918 Crop Review of Missouri—Vol. 17, No. 1. Hog Feeding on Missouri Farms—Vol. 17, No. 3. Horticulture in Missouri—Vol. 17, No. 5. Value of Soil Analysis for Missouri Farmers—Vol. 17, No. 7. Co-operation and Marketing—Vol. 17, No. 8. Silage, by C. H. Eckles—Vol. 17, No. 9. New Seed Laws, also Sampling & Testing Rules—Vol. 17, No. 11. Six Troublesome Weeds (Illustrated)—Vol. 17, No. 12. Pooling the Wool Clip—Vol. 18, No. 1. An Honest Label for Every Sack—Vol. 18, No. 3. Bulletin on Free Farm Bulletin Lists—Vol. 18, No. 4. Helpful Books for the Farm Family—Vol. 18, No. 5. Weed Control in Meadows and Pastures—Vol. 18, No. 6. For More Profitable Farming—Vol. 18, No. 7. Farmer-made Crop Reporting—Vol. 18, No. 8. Plant Breeding. Vol. 18, No. 9. Pooling, Grading and Marketing Wool—Vol. 18, No. 10. Missouri Live Stock Directory—Vol. 18, No. 11. Tuberculosis Free Herds—Vol. 18, No. 12. The Wool Box—Vol. 19, No. 1. 1920 Missouri Farm and Crop Review—Vol. 19, No. 2. The Value of Research on Grain Crops—Vol. 19, No. 3. Farmer Control of Farm Prices—Vol. 19, No. 4. Live Stock Problems—Vol. 19, No. 5. Financing the Farmer—Vol. 19, No. 6. Dairying, A World View—Vol. 19, No. 7. Social Problems of Country Life—Vol. 19, No. 8.

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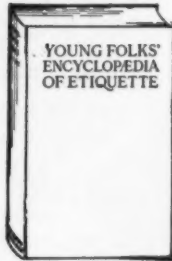
Do You Know How to Behave?

No, this is not a joke. So many people do not know how to behave, do not know the right thing to do at the right time, do not know the right thing to say at the right time. They are always embarrassed and ill at ease in the company of others. They make mistakes that cause strangers to misjudge them. Pretty clothes and haughty manner cannot hide the fact that they do not know how to behave.

AT THE DANCE, at the theatre, as a guest or in public—wherever we chance to be, people judge us by what we do and say. They read in our actions the story of our personality. They see in our manners the truth of our breeding. To them we are either well-bred or ill-bred. They credit us with as much refinement and cultivation as our manners display—no more.

Very often because they are not entirely sure, because they do not know exactly what is correct and what is incorrect, people commit impulsive blunders. They become embarrassed, humiliated. They know that the people around them are misjudging them, under-estimating them. And it is then that they realize most keenly the value of etiquette.

Etiquette means correct behavior. It means knowing just what to do at the right time, just what to say at the right time.



Young Folks Encyclopedia of Etiquette

By Emily Helt

This Book of Etiquette is recognized as one of the most dependable and reliable authorities on the conduct of good society. This splendid work has entered thousands of homes, solved thousands of problems, enabled thousands of people to enter the social world and enjoy its peculiar privileges. To have it in the home is to be immune from all embarrassing blunders, to know exactly what is correct and what is incorrect, to be calm in the assurance that one can mingle with people of the highest society and be entirely well-poised and at ease.

There are interesting and valuable chapters on correct dress, on how to introduce people to each other, on the lifting of the hat, the usual everyday courtesies. You may often have wondered what the correct thing was to do on a certain occasion, under certain puzzling circumstances. The Book of Etiquette solves all problems—from the proper way to eat corn on the cob, to the correct amount to tip the porter in a hotel.

Your library is not complete without **The Encyclopedia of Etiquette**, 500 pages. Cloth Bound, Price\$1.75

Do you know the correct and cultured way to make introductions?

Do you know the correct behavior for public places?

What should the gentleman say when the music ceases and he must leave one partner to seek another?

How should the young man who calls for the first time be entertained?

What would you do, for instance?

If you were not asked to dance at a ball and wished to avoid being a wallflower?

If you made an embarrassing blunder at a formal affair and found yourself suddenly conspicuous?

If you received a wedding or a birthday gift from some one who had not been invited to the entertainment?

If you overturned a cup of coffee on your hostess' table linen?

If you were introduced to a noted celebrity and were left alone with him, or her?

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The Baking Powder Biscuit Page

Chicago, Dec. 1, 1921

TO DOMESTIC SCIENCE TEACHERS:

The secret of making light Baking Powder Biscuits is found in four facts:

- (1) To "cut in" the shortening. Less air is squeezed or pressed out of sifted mixture as when fingers are used. Also when shortening is melted from heat of fingers, more flour is worked into dough, thus toughening it.
- (2) To add just enough liquid to make a soft dough, and mix it lightly and just enough to combine the flour and liquid. Handling after that toughens.
- (3) To have the oven hot enough. If cooked in too slow an oven the gas will escape before it has done its work.
- (4) To use a good baking powder. Why not Calumet?

Standard Baking Powder Biscuit

- 4 cups flour.
- 4 level teaspoons Calumet Baking Powder.
- 1 level teaspoon salt.
- 1 or 2 tablespoons butter or lard.
- About 2 cups of milk or water, more or less, enough to mix a very soft dough.

Sift the flour, salt and baking powder together thoroughly. Rub in shortening with fingers, flexible knife known as spatula or rounding edge of a large spoon. With a little practice the spatula or spoon can be made to do better work than the fingers. Add milk or water, as cold as possible, mixing to a very soft dough. Mix with a spoon or flexible knife, in preference to using the warm hand. Turn dough on a well-floured board, and roll out lightly till half an inch thick. Cut into biscuits and lay in baking pan, not too closely. Bake in hot oven from 12 to 15 minutes.

Twin Biscuits

Make dough as for Standard Biscuit. Roll a little less than half an inch in thickness. Brush over with melted butter, and put together in pairs. Bake in quick oven 12 to 15 minutes.

Graham Biscuit

Make a dough the same as for Standard Biscuit, using half Graham and half white flour. Many persons prefer all Graham flour. All or part entire wheat flour can be used in the same way.

Calumet Biscuit

- 4 cups of sifted pastry flour
- 4 level teaspoons Calumet Baking Powder
- 1 level teaspoon of salt
- 2 rounding tablespoons of butter or lard
- $\frac{1}{2}$ cup of milk
- $\frac{3}{4}$ cup of water

Sift flour once, then measure, add salt and baking powder and sift three times, rub shortening in with fork or spoon, add milk and water, turn out on a well-floured board and roll one inch thick, cut and bake in a quick oven about 12 to 15 minutes.

Yours for Biscuits Even Better than Mother Made

Calumet Baking Powder Company

4100 Fillmore Street

Chicago, Illinois

Teachers, Begin the New Year Right---Help Others

If you know someone whose New Year resolution is to go to school, to become a better farmer, mechanic, road worker, teacher, lawyer, business man, journalist, doctor, or engineer, remind that man or woman, that boy or girl, of the opportunities for education afforded by your own state university. The UNIVERSITY OF MISSOURI presents with the New Year the following chances for entrance:

ONE

The beginning of the WINTER TERM, the second term of 1921-22. This term will begin January 2 and run to April 26. Students are as welcome to enter any division of the University in this term as in the fall term or the spring-summer term. Registration will be December 30 to 31.

TWO

The beginning of the second term of the TWO-YEAR WINTER COURSE IN AGRICULTURE. The date for this is January 2. The only requirement for entrance is an age of at least 16 years, and this term presents the same opportunities as the one which opened October 31. If late farm work kept anyone from entering at that time, this new opening should be welcome. The term will run to February 24.

THREE

The beginning of the second term of the new COURSES FOR MECHANICS. A big new opportunity is that opened to trained supervisors and foremen of road building. Anyone at least 16 years old can enter these courses, which include Highway Construction and Maintenance, Oxy-acetylene Welding, Blacksmithing, and General Mechanics. The second term runs from January 2 to February 24.

FOUR

The beginning of the COURSE IN DAIRY MANUFACTURES, which runs from January 2 to February 24. This course prepares its students for the best positions in creameries, market milk and ice cream plants, and large private dairies.

FIVE

The beginning—as on every day in the year—of work in the EXTENSION DIVISION of the University, the division which places the University in your mail-box through correspondence courses and in your town hall through extension lectures. You can take this work at any time.

MISSOURI IS READY FOR THE NEW YEAR. ARE YOU?

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